

THE MISSOURI EDUCATOR.

Vol. I.

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No. 11.

MR. PRESCOTT'S METHOD OF LITERARY LABOR.

Everything that relates to the historical labors of the late William H. Prescott is of general interest. We have, therefore, prepared a somewhat minute sketch of the method of preparation and composition adopted by the deceased, by which he was enabled to overcome his impaired vision, and to place his name among historians of the very first rank. Mr. Prescott, it is well known, though not blind, was affected with a disorder of the nerve of the eye, so that he was wholly incapacitated for reading and writing in the ordinary ways. He was exceedingly systematic in his mode of life, and devoted five hours out of the twenty-four to his historical labors. After breakfast he listened an hour or two to some light reading, a novel, poem, or other entertaining book. He then walked for an hour. At half-past ten o'clock his secretary came to his study and remained till twelve o'clock. Another walk of an hour was then taken, after which he went to his study and remained another hour and a half with his secretary. After dinner light reading was again resorted to, and at six o'clock the secretary returned and remained until eight. This routine of work and leisure was very rigidly observed throughout the season, during the years devoted to the preparation of his elaborate volumes.

Mr. Prescott's mode of writing history was this: we will take for example, his last work, "Philip the Second. He arranged in his study all books and manuscripts relating to that monarch, which he had been years in collecting, at an expense of many thousand dollars. They numbered three or four hundred printed volumes of all sizes. There were also some twenty thick folios of manuscripts, richly-bound, which probably

cost more than all the rest of the collection, though some of the printed works are exceedingly rare and valuable—the libraries and bookstores of all Western Europe, from Cadiz to Amsterdam, having been ransacked by agents in search of everything that could throw light on the history of Philip the Second. Except dictionaries and other works of reference, books not specially relating to the subject in hand were excluded from the study.

With his material thus gathered about him, the Historian commenced his work. The secretary first read the only English history of the King and his reign. Notes and observations were dictated as they were suggested by the book. Having freshened his recollections by hearing this volume read, Mr. Prescott proceeded to examine the treasures he had collected. Each book was taken from the shelf in turns by the secretary, who read aloud its title, its table of contents, and a few pages by way of specimen of its style and character. Notes were taken while this examination was going on, which were preserved for future reference. Of the three or four hundred volumes, a great majority of course proved worthless, being either merely repetitions or compilations or translation of preceding authors, or else, if original, without authority. The number of books of real value would thus be reduced down perhaps to a hundred.

The huge MSS. were next attacked. These had been examined by a competent person, who prepared a careful digest and table of contents. The secretary read this, and notes were dictated as he proceeded. Having thus as it were taken an account of stock, and ascertained the general character of his materials, they were next inspected in detail in the following manner: The first chapter of Philip the Second contains an account of the abdication and last days of his father and predecessor, Charles the Fifth. The secretary gathered around him every volume, printed or MSS., which contained anything about the last named monarch. The books are in the English, French, Spanish, Italian and Latin languages. One by one they were read aloud, and copious notes were dictated. When everything that related to Charles the Fifth had thus been perused and noted, the historian began to compose his work, or, more properly speaking, to write it—for the process of composition had of course been going on in his mind during these preparatory labors.

The apparatus used by Mr. Prescott consisted of a frame the size of a common sheet of letter paper, with brass wires inserted to correspond with the number of lines marked. Thin carbonated paper was used, and instead of a pen the writer employed a stylus with an agate point. The great difficulty in the way of a person's writing in the ordinary manner, whose vision is impaired, arises from not knowing when the ink is

exhausted, and moreover the lines will be run into one another. Both difficulties are obviated by the simple arrangement just described. The pages thus written by Mr. Prescott were copied by the Secretary, and read, that such interlinations, alterations and amendments might be made, as were needed. The materials for the second chapter, on the early life of Philip, were next taken up, and the same process repeated, until the volume is ready for the printer. About six years were devoted to the first two volumes of Philip the Second, including the preparatory studies. These volumes appeared in 1855, the third of the series was issued within a few weeks, and it is understood that the fourth is considerably advanced.

The Hon. George Bancroft, in an eloquent tribute to his friend, before the New York Historical Society, thus referred to the studious and systematic habits of Mr. Prescott: "His habits were methodically exact; retiring early and ever at the same hour, he arose early alike in winter and summer at the appointed moment, rousing himself instantly, though in the soundest sleep, at the first note of his alarm bell; never giving indulgence to lassitude or delay. To the hours which he gave to his pursuits he adhered as scrupulously as possible, never lightly suffering them to be interfered with; now listening to his reader; now dictating what was to be written; now using his own eyes sparingly for reading; now writing by the aid of simple machinery devised for those who are in darkness; now passing time in thoughtfully revolving his great theme.

"The excellence of his productions is, in part, transparent to every reader. Compare what he has written with the most of what others have left upon the same subjects, and Prescott's superiority beams upon you from the contrast. The easy flow of his language, and the faultless lucidity of his style, may make the reader forget the unremitting toil which the narrative has cost; but the critical inquirer sees everywhere the fruits of investigations rigidly pursued, and an impartiality and soundness of judgment, which give authority to every statement, and weight to every conclusion."

Mr. Prescott's library was adorned with striking portraits of Ferdinand and Isabella—of Columbus—of Don Sebastian, King of Portugal—and of most of the characters that figure in his histories. He possessed original letters of Ferdinand, Isabella and Charles V., and a piece of lace from the shroud of Cortes. The historian did not usually write in his library, but in a small room over it, made very light to meet the wants of one whose sight was imperfect. When fully prepared to write, Mr. Prescott's daily task would average about *seven pages* of one of his printed volumes. Most persons with perfect vision would complain if they were daily compelled to copy seven pages from those charming books.

The thirteen volumes which comprise Mr. Prescott's works

are noble monuments to his life of labor and study. With a knowledge of the facts concerning their preparation, as above given, who will not say all honor to the memory of the man whose patient toil, careful training, rare scholarship, and heroic devotion, produced the Histories of Ferdinand and Isabella, the conquest of Mexico and Peru, and the Reign of Philip the Second!

POSSESSIVE CASE.

NUMBER I.

The mode of writing the possessive case of singular nouns that end in the sound of *s* or *z*, has occasioned some dispute. I propose, in a series of articles, to discuss the subject, and to show wherein some grammarians have exhibited an almost total ignorance in reference to what good usage has sanctioned concerning the mode of writing the possessive singular of such nouns.

"When a singular noun ends in *ss*, the apostrophe only is added; as, 'for goodness' sake; for righteousness' sake;' except the word witness; as, 'The witness's testimony.'"—*Kirkham's Grammar*, p. 49.

"When the singular noun ends in *ss*, the apostrophe only is used to mark the possessive case; as, 'For goodness' sake.'"—*Benedict's Murray*, p. 34.

"When the singular ends in *ss*, the apostrophe only is added; as, 'For goodness' sake;' except the noun witness; as, 'The witness's deposition.'"—*Smith's Grammar*, p. 47.

"When the name ends in *s*, the apostrophic *s* is not added, except the name witness; as, 'witness's deposition.'"—*Frazee's Grammar*, p. 26.

"The same method distinguishing the genitive singular, is also adopted in the written language, when the singular form of the noun ends in *ss*; as, 'For righteousness' sake.'"—*Mulligan's Grammatical Structure of the English Language*, p. 182.

In order to decide whether these quotations, and others which will hereafter be given, state a fact that can be substantiated by reputable usage, I have been noting, in my reading, for the last five or six years, all instances of the possessive case of singular nouns which end in the sound of *s* and *z*. The number observed and marked, amounts, probably, to several thousand. The number of nouns ending in *ss*, whose possessive singular has been noticed, is comparatively small. We shall however, adduce a sufficient number to settle definitely the rule to be observed in forming their possessives. To prove the accuracy of these statements, we present the following instances:

"Sir Howard Douglass' Work"—*Annual of Scientific Discovery*, 1852, p. 56.

"Blessed are they which are persecuted for righteousness sake."—*Matt.*, v.: 10.

"For shortness' sake."—*Grund's Trans. of Hirsch's Problems*, p. 270.

To these should also be added, "For goodness' sake," which we are willing to admit, although we have not observed it in print, except in grammars. It might probably be found in some novel.

To offset these we have the following instances:

"The Schoolmistress's letter."—*Hoods's Choice Works*, vol. ii p. 14.

"The Schoolmistress's own invention."—*Ibid.*, p. 14.

"It task'd the Baroness's best endeavors."—*Ibid.*, p. 108, new edition.

"Methinks I see thee bound from Cross's ark."—*Ibid.*, p. 146.

"At the next grave to Mr. Cross's!"—*Ibid.*, p. 185.

"Not Mr. Cross's Three Per Cents,"—*Ibid.*, p. 186.

"An ass's head."—2 *Kings*, vi.: 25.

"His mistress's visit."—*Hudibras*, Index.

"His mistress's reply."—*Ibid.*

"Did not the illustrious Bassa make

Himself a slave for Miss's sake?"—*Ib.*, part ii., canto 1, lines 877-8.

"Ross's Voyages."—*An. Sci. Dis.*, 1850, p. 380.

"The Countess's case."—*Ibid.*, 1853, pp. 255-6.

"The Countess's body."—*Ibid.*, 1852, p. 255.

"Capt. Sir John Ross's expedition."—*Ibid.*, 1853, p. 394.

"Sir James Ross's ship, Enterprise."—*Ibid.*, 1854, p. 376.

"Goddess's Statue."—*Rollin's An. Hist.*, vol. 1. p. 338.

"Gauss's equations."—*Hackley's Trig.*, pp, 182, 183, 184, and 186.

"Gauss's equations."—*Ibid.*, p. 183.

"Gauss's Theorem."—*Ibid.*, p. 182

"Strauss's Life of Christ."—*Harper's Mag.*, vol. i., p. 510.

"Sir John Ross's voyage."—*Ibid.*, p. 654.

"Harness's Support of Government essential to Religion."—*Gentlemen's Mag.*, 1834, p. 345.

"Harness's Welcome and Farewell."—*Ibid.*, 1838, p. 1.

"Capt. James Ross's Antartic Expedition."—*Ibid.*, 1839, p. 403.

"The first dish on the table was an ass's head!"—*Ibid.*, 1839, p. 459.

"Shloss's Bijou Almanac."—*Ibid.*, 1839, p. 553.

"Who would pass through dangers without fears,

Should have a pig's mouth and an ass's ears."—*Ibid.*, 1840, p. 117.

"Harness's Sermons on Christian Education."—*Ibid.*, 1840, p. 225.

"Huss's trial."—*Ibid.*, 1841, p. 177.

"Foss's Grandeur of the Law."—*Ibid.*, 1843, p. 1.

"Cross's Selections."—*Hamilton's Discussion on Phil. and Lit.* pp. 120, 383.

"And kept it in an ass's head."—*Plutarch's Lives*, p. 461.

"Strauss's hypothesis."—*Morell's Hist. of Mod. Phil.*, p. 725.

"Ross's Helenore."—*Bartlett's Dict. of Americanisms*, p. 46.

"Sir James Ross's liberation."—*Kane's 2d exp. vol. 1*, p. 311.

"Sir John Ross's launch."—*Ibid.*, p. 314.

"Voss's Services."—*Littell's Living Age*, vol. xlv., p. 530.

"Governor Cass's estimate."—*Smithsonian Con. to Knowl.*, vol. x., p. 48.

"Governor Cass's experience."—*Ibid.*, p. 46.

"Governor Cass's expedition."—*Ibid.*, p. 128.

These examples are sufficient to show how little attention was paid by *Kirkham, Benedict, Smith, Frazee, and Mulligan*, to the prevailing mode of forming the possessive singular of nouns ending in *ss*. Because the words *righteousness* and *goodness*, in the phrases, *for righteousness' sake*, *for goodness' sake*, do not take the additional *s*, they seem to have concluded that these indicate the rule, and *witness*, the exception. The rule should rather have been as follows :

The possessive singular of nouns ending in *ss* is formed by adding an apostrophe and letter *s* to the nominative singular, except the words *righteousness*, *goodness*, and *shortness*, when followed by the word *sake*, in which case the apostrophe only is added.

It is allowable for poets to omit the additional *s* when the rhythm demand it.

"Come, ho, wake Diana with a hymn,
With sweetest touches pierce your mistress' ear,
And draw her home with music."—*Mer. of Ven.*, act i.

Steele, in the *Spectator*, wrote, "her mistress's dressing-room," and Addison, "to gain his mistress's heart by it." Gray has in verse,

"And hard unkindness' alter'd eye"

Goold Brown thinks "*heiress's peeress's countess's* and many other words of the same form, are as good English as *witness's*," and quotes from *Burns's Poems*, p. 44 : "*Miss's fine lunardi*," and "*Miss's bonnet*." He also makes the following quotations :

"She made an attempt to look in at the dear duchess's."—*Jane West's Letters to a Lady*, p. 95.

"Led slowly through the pass's jaws!"—*Lady of the Lake*, p. 121.

W. D. H.

The Connecticut Common School *Journal*, in an article on "Foolish Economy," says : "When you hear a man uttering his aversion to spending money to educate 'other folks' young ones,' you may safely conclude that his father was a man not very liberal in the education of his own ; for the educated are invariably the most earnest champions of education."

GEMS OF THOUGHT.

We do not think we can better interest our readers, or do more good to the cause we serve, than by filling two or three pages of the *EDUCATOR* with the great thoughts of great men, upon the subject of education. The brief extracts that follow, are full of striking and matured thoughts, eloquently expressed, and at the same time are eminently suggestive to the mind of him who loves to think on this great subject.

EDUCATION OF A THREEFOLD CHARACTER.—Education is the proper training of *the whole man*—the thorough and symmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature, he would need—he would receive—none but physical training. On the other hand, if he were a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate. But man is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational and a moral. These three, mysteriously united, are essential to constitute *a perfect man*; and as they all begin to expand in very early childhood, the province of education is to watch and assist, and shape the development; to train and strengthen, and discipline neither of them alone, but each according to its intrinsic and relative importance.—*Dr. Humphrey.*

SAME THOUGHT.—Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a *conscience*, and a *heart*, to be educated, as well as an *intellect*. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious. They expect to elevate the child to his proper station in society—to make him wise and happy—an honest man—a virtuous citizen and a good patriot, by furnishing him with a comfortable School House, suitable class books, competent Teachers, and, if he is poor, paying his quarter bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good. It may possibly nurture up a race of intellectual giants, but like the sons of Anak, they will be far readier to trample down the Lord's heritage than to protect and cultivate it.—*Dr. Humphrey.*

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education, the fitting of the people, by

moral as well as intellectual discipline, for self-government, no one can doubt that any system of instruction which overlooks the training of the moral faculties, must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. *To neglect the moral powers in education, is to educate not quite half the man.* To cultivate the intellect only, is to unhinge the mind and destroy the balance of the moral powers; *it is to light up a recess, only the better to see how dark it is.* And if this is all that is done in popular education, then nothing, literally nothing, is done towards establishing popular virtue, and forming a moral people.—*Hon. Daniel D. Barnard.*

For the Missouri Educator.

MUSICAL EDUCATION.

The influence of early associations upon character needs no proof other than we daily witness on every hand, in all classes of society. The memory of early associations is brought home to the heart in many ways, but in none, to us, is it revived more forcibly than by the *songs* of our childhood. They seem wedded with affection and appeal directly to the heart; and when the old familiar tones are heard, irresistible chords in our hearts respond, and ere we are aware, we seem in the sacred and solemn, but loved presence of groups which have long since been scattered; of circles long since broken, of beings long since tenants of the spirit-world. We are by hearth-stones where our parents knelt in prayer, but on which the embers that they lighted have ceased to glow, and the ashes have grown cold. We assemble in the house of public worship and behold the aged pastor *as he was*, and seem to renew our youthful devotion to the cause of Christ, or at least, feel impressed in the presence of earnest men and women, joining their hearts and raising their voices in thanksgiving and prayer. The hymn is read and we participate in the service of song. We are made better, for we are among those whom we loved, and we remember prayers that have been offered up for us by those who would win souls to duty, to religion, to the fold of the Redeemer, to Christ.

Again a song returns us to a circle of school-mates—to the old school room, to which we never went but with gladness,

and never left without having had opportunity of being made wiser and better. Though we were thoughtless and careless, and even obstinate, the instructions and counsel of the kind teacher have not all escaped us; the affections of worthy school-mates still admonish us. At such times *manliness* and *womanliness* springs up spontaneously in the bosom, and we are led to renew our youthful aspirations and ourselves.

The human voice is a power in itself, and this power is indefinitely increased by cultivation and discipline. It is the most effective instrument of persuasion, and the most beautiful and richly toned instrument of music; and from the manifold good influences which grow out of its culture, we are free to say that we know of no one branch of education in our schools that deserves a higher place than this. By this we are willing to have it inferred that we believe it *indispensable* to the highest and best progress of the young, wherever they are gathered together for mental and moral improvement. We should hardly think of conducting religious worship without "the sacred ordinance of song." How many are here and there overheard to say that they delighted *most* in that portion of the service, without imputing any defect to the other exercises. We believe singing to be as important in the *school room*; and most certainly if it were common *there*, from the number who could there, with some degree of cultivation, join in this part of the order of divine worship, a ten-fold interest would be felt, and it would be done superlatively better.

We do not urge this view of the matter to get rid of any extra, overburdening, "sickly sentimentalism," but because of its practicability and real utility, as actually drawn—not from the short experience of one teacher, but from the extended observation and practice of many, and heartily wish that singing may be introduced into every school in our State.

Few who have had no experience in teaching children to sing, have any correct idea of the facility with which they will learn to sing by rote; of the great interest they will take in it, even under very unfavorable circumstances, and the little ability that is required to begin this work. Even if the teacher has sung but very little, he may do very much. By the time he has taught his pupils what *he* knows, he will know twice as much as he now does, and be better prepared to advance them at the beginning. It is different in teaching this from what it

is with other branches. Singing is *recreation*, and they will, of their own accord, practice upon what they learn, at intervals of study; in the morning, at intermission, at play, at home. They will soon manifest their *taste* for it, and be able to distinguish, in a good degree, between the different qualities and styles of singing, and make suggestions to each other. More than all, the teacher may be assured that, while his pupils are engaged in singing with each other, their hearts are filled with friendship, and this delightful amusement will take the place of many a dispute and petty quarrel. Quarrelling and singing *never* go together, and every one who has the charge of a school would find the difficulty of government much diminished by the cultivation of this art; for harmonious feelings grow out of harmonised sounds as surely as discordant emotions come from discordant words. We have known unruly boys and troublesome girls who had little self-respect, and those who, from inaptness or other causes, had become well nigh discouraged with study, to discover so great faculty and fondness for singing that it fully supplied what was wanting, called forth a feeling of pride, and brought encouragement, so that the whole character was changed and benefited by the influence.

It is also a great advantage to all pupils in learning to read with *expression*. In connection with this, the proper tones, inflections and cadences are much more easily acquired and better retained, and reading is less liable to be a mechanical process. The only difference between good reading and singing seems to be, that in the latter the time is measured, and the voice passes up or down by distinct steps, whereas, in the former, the transition by steps, or notes of the scale, is not distinguishable, though the voice rests upon the *predominant* sounds, the same as in music, as any one can test by experiment in analyzing the process. From the intimate relation of these two branches, we have much reason to doubt whether a *good reader* can be made out of the pupil who cannot learn to sing. Most certain it is that we have *never known* an *excellent reader* or *good speaker* who either could not sing, or had not a taste or talent for music, though perhaps undeveloped.

It will be found, upon judicious trial, that at least nine out of every ten of those in our public schools can learn to sing; so that lack of talent or material to work with, need not offer itself as an objection; and *all* will participate in the pleasure of the exercise.

Great care and much discrimination is, however, necessary in the selection of music for the school-room. Old Hundred will not always do, nor Yankee Doodle. For the young it must not be, in its general nature, too grave, nor should it descend in its character to the level of street songs: the former would better suit heads gray with age; the latter are heard sufficiently from rowdies. Yet, to be best for them, it must in some measure, correspond with the buoyancy of their years. Let the language be chaste and simple and the movement free. Let it appeal to the affections in an eminent degree: let it breathe of the beautiful in nature and the love of God. In short, let it be such sentiment and such melody as we shall delight to remember and cannot forget. There are hundreds of books, manifesting more or less judiciousness in selection, before the public, for the use of common schools and seminaries, so that the most fastidious can be suited.

There is nothing like the human voice! It is a God-given talent—a *faculty* which we cannot rightfully bury in the earth or neglect. What were man without it? Deep are its meanings; rich its lessons everywhere. What tales it tells! of joy, of sorrow, of suffering: of anger, of love. Now from the child, the youth, the rich; anon from the aged, the poverty-stricken, the perishing: heard in cots, in cabins, in palaces and temples; in darkened alleys and crowded streets; on the surging sea; in the unbroken wilderness—bearing prayers and songs, and shouts of gladness; imprecations, shrieks and groans. In all the index of the soul, the messenger of thought and feeling.

L. C. J.

A COTEMPORARY OF BURNS.—A Scotch journal says: "Another of the contemporaries of Burns, has been gathered to his fathers. James Neil died recently at Hurlford, aged 90 years. He had many reminiscences of the bard, which he was accustomed to relate with great glee. Among others, we may mention the following: They were plowing together on the Struther's farm. Among the prizes was one for the best kept harness. Burns excited the mirth of the field by appearing with a straw harness, and the judge awarded him the prize for his ingenuity.

The tax payers of New York are assessed \$1,744,395 71 for the support of Common Schools for the year 1858. This is nearly one-quarter of the whole tax.

MORAL GOVERNMENT.

He who checks a child with terror,
 Stops its play and stills its song;
 Not alone commits an error,
 But a great and moral wrong.
 Give it play and never fear it;
 Active life is no defect;
 Never, never break its spirit,
 Curb it only to direct.
 Would you stop the flowing river,
 Thinking it would cease to flow?
 Onward it must flow forever;
 Better teach it where to go.

CHILDREN.

Come to me! Oh, ye children!
 For I hear you at your play,
 And the questions that perplexed me,
 Have vanished quite away.

Ye open the eastern windows
 That look towards the sun,
 Where thoughts are singing swallows,
 And the brooks of morning sun.

In your hearts are the birds and the sunshin
 In your thoughts the brooklets flow,
 But in mine is the wind of autumn,
 And the first fall of the snow.

Ah! what would the world be to us
 If the children were no more?
 We should dread the desert behind us,
 Worse than the dark before.

What the leaves are to the forest,
 With light and air for food,
 Ere their sweet and tender juices
 Have been hardened into wood.

That to the world are children;
 Through them it feels the glow
 Of a brighter and sunnier climate
 Than reaches the trunks below.

Come to me! Oh, ye children!
 And whisper in my ear
 What the birds and the winds are singing,
 In your sunny atmosphere.

For what are all our contrivings,
 And the wisdom of our books,
 When compared with your caresses,
 And the gladness of your looks?

Ye are better than all the ballads
 That ever were sung or said;
 For ye are living poems,
 And all the rest are dead.—*Longfellow.*


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SCHOOL GEOGRAPHIES.

- I. MONTEITH'S INTRODUCTION TO MANUAL OF GEOGRAPHY.
- II. MONTEITH'S MANUAL OF GEOGRAPHY.
- III. MONTEITH'S COMPLETE SCHOOL GEOGRAPHY.

We continue in this number, our notices of school-books, on the list recommended by the State Superintendent for use in the schools of Missouri. In doing this, we shall present a few observations upon the subject of Geography, and the manner in which we think it should be studied, before alluding particularly to the text-books at the head of this article. The study of geography has always been considered of the greatest importance; as giving a knowledge of the earth's surface, its natural and political divisions, climate, soil, inhabitants, etc.; but in this fast age, when the whole world is becoming a body politic, if not corporate, with lungs inflated by steam, sinews of iron, and nerves of electricity, geography stands at the head of our list in school cyclopædias. The man whose knowledge is confined to the topography of his own neighborhood and county is far behind the spirit of the age, will never reap much of its fruits, and will hear but little of the stir, and busile, and enterprise that are going on around him.

That new interest has been awakened in this study is sufficiently evidenced by the constant efforts for improvement in the text books. We venture the opinion that no branch of common school study has caused a heavier expenditure in old rags and lamp black, than this same subject of geography. From the old octavo volume of the elder Morse, of some fifty years

ago, interleaved with a very few badly printed maps ; we have come to have geographies and atlases manufactured in every shape, and with every degree of perfection known to the book-making world. Most authors, or compilers rather, of school geographies, in their ambition to prepare large books, have made their works a kind of *omnium gatherum*, (excuse the Latin) of all the sciences, terrestrial, celestial and infernal. Not content to confine themselves to the surface of our mundane sphere, they have wandered to the stars and dabbled a little in astronomy, and then, with equally good taste, have dug into the bowels of the earth, and given us a short lecture on geology. Many of our school geographies are a miscellaneous patchwork of all the *ologies*, *onomies* and *opathies* to be found in a Greek Lexicon or English Cyclopædia. We are willing to take as much in the way of irrelevancy and incongruity as most people, for we too may be subject to infirmities of this kind; we are willing to tolerate, in these text-books on geography, a fair amount of matter on uranography, hydrography, meteorology, zoology, ethnology, &c. but when they come to give us a chapter on lunar librations, and another on the habits of the ancient megatherium, we are compelled to close the book in disgust. Fortunately for the bewildered minds of pupils, a better day has already dawned on this subject; and the later compilers of school geographies have been willing to leave eclipses, ocean currents, isothermal lines, whirlwinds, waterspouts, volcanoes, mastodons, big-snakes and other monsters, to be treated of in other books suited to the subject.

There is another fault, folly, or vice, as you please to call it, amongst the compilers of modern school geographies, almost as bad as the one just alluded to. In their desire to make some distinctive remarks respecting the general characteristics of each political division, however small, they have invented a set of stereotyped phrases that, with slight variations, can be made to apply to half the States of the Union, or half the countries of the world. We remember with what relief, nay, what exstastic delight, when a child, we turned from the long, dull monotony of "an undulating surface and a fertile soil," where the people were able to feed their neighbors with "beef, pork, butter, and cheese;" to the "sandy soil" of the old North State, and found them shipping off cargoes of "pine lumber, pitch, tar, and turpentine."

We hold it as a first principle, that in every educational text-book, the matter should be systematized and classified, so that the pupil would not be forever wandering through a wilderness of unimportant, isolated, and discordant facts, but on the contrary should have great and comprehensible ideas and principles presented to his mind, that would make a lasting impression upon his memory. To illustrate this idea by reference to the United State, how easy it would be to take the natural divisions of the country, embracing in one the eastern slope of the Appalachian Mountains, in another the Mississippi Valley, and in a third the country west of the Rocky Mountains, and give to each its distinctive features, as God has made them, grouping together such States and Territories as are similar in their surface, soil, productions, &c. The science of geography is necessarily made up of an immense number of facts and circumstances, many of which are but slightly related to each other, hence the great necessity of observing the principle of systemizing and classifying, whenever it can be done.

But lest our preface should be longer than the prayer, we will omit for the present our intended remarks upon the methods of studying geography, and refer at once to the books at the head of our article.

Respecting these works, we might simply express our honest conviction that they constitute the best series of geographies ever published, but as such an extravagant expression, without the evidence on which it is founded, would be nothing more than an idle puff, we prefer to notice some of the characteristics of these books, which induce us to speak of them in unlimited terms of commendation. It may be stated at the outset, that the series is freer than any other we have examined, from the objections alluded to in the previous paragraphs of this article. The introductory numbers of the series by MONTEITH, are, as they should be, strictly elementary in their character. The author seems to have possessed the rare talent, amongst school-book compilers, of selecting what was the most desirable and necessary, and when he had introduced and combined this in a very interesting and common-sense method, had the discretion and moral courage to stop. The definition, subject matter, and arrangement of these elementary works are just such as adapt them to the use of children, who have become tolerably proficient in reading. The maps are executed with

admirable taste. The printing on them is large enough, and plain enough, to be read as easily as ordinary letter press ; and then, what is better still, they are not crowded with a thousand objects of minor importance, making each map a curious and inexplicable labyrinth of straight and crooked marks, intermingled with illegible names. Some map-makers for schools seem to think that the more they can put on them, the better they will be ; and one would suppose from the extraordinary efforts in this line, that they intended to afford children an opportunity of learning the exact locality of every post office, cross-roads and blacksmith's shop in Christendom. This folly has been happily avoided by Mr. MONTEITH, who has put nothing but the most important matter upon the maps, and the questions and the reading refer to nothing that is not found upon them. He has frequently varied and enlivened the subject, by connecting important historical events with the places where they transpired, which is very well in an elementary work for children.

The larger work by McNALLY, is what its title indicates, a complete school geography. After a labor of years, the lamented author of this work died before it was quite completed. A committee of intelligent and experienced teachers undertook to finish what had been so auspiciously begun, and the widow of the author, as well as the children of the nation, now enjoy the benefit of his life-time labor.

This work embraces, in a large sized quarto of one hundred pages, every thing that can be desired in a first class school geography. The definitions are clear and comprehensive, the brief allusions to the surface, soil and climate of different states and countries, are both discriminating and distinctive, whilst the great object of the book is to familiarize the pupil with the locality and relative size and importance of every object that comes legitimately within the scope of descriptive geography. For this purpose the maps have been executed with such exceeding care and skill as to challenge, by their accuracy and mechanical perfection, the admiration of every impartial examiner. The maps might be subject to the objection of having too much on them, but for the fact that they are printed with admirable clearness, and the questions only refer to the most important objects and places. Taking the series together, after a careful and impartial examination, we do not believe

that a better can be found, and we heartily endorse the opinion of the State Superintendent, in commending it to the patronage of the schools in Missouri.

RELIGIOUS PRESS.

THE IRONTON BAPTIST JOURNAL is a new monthly paper, folio form, of super-royal size, the publication of which was commenced at Ironton, Mo., in February, ultimo, Elder WM. POLK editor and proprietor. As its name indicates, it is devoted mainly to the interests of the Baptist denomination of christians, although it "is not exclusively a sectarian medium." The enterprise may, we suppose, be regared as evidence of the prosperity of that people in South-Eastern Missouri.

THE EVANGELIST, edited by Elder DANIEL BATES, now a citizen of Callaway county, Mo., and Elder A. CHATTERTON, of Fort Madison, Iowa, and published by them at the latter place, is devoted to the cause of Christianity, and worthy of the very extensive patronage it enjoys; its liberal spirit and wide range of topics rendering its pages both agreeable and profitable to most persons who relish literature tending to an orderly life under a true intellectual guidance. The current volume is its *tenth*—price \$1 per annum.

We have the pleasure of a personal acquaintance with Elder BATES, and will say here what we have, in substance, said elsewhere, that we esteem him as one of the best men of his day.

THE CHRISTIAN UNION, a large weekly paper, the publication of which was commenced in February—L. A. CIVILL, Louisville, Ky., publisher, for an association—is devoted to the unity of Christianity, the advocacy of Christian principles and doctrines, and to the thorough revision of the common version of the English Scriptures. It has several able contributors, and its columns exhibit no inconsiderable degree of erudition and profound thought. Its objects entitle it to a widely extended sympathy and patronage. Subscription price \$2.

THE NEWS PRESS.

We cheerfully place the *Bates County Standard*—a well conducted news journal, only two or three months old—upon our

exchange list. We are glad to see that it will devote some attention to educational matters.

The Western Register is a new paper in Gallatin, Daviess county, the publication of which was commenced early in February; E. S. DARLINGTON, formerly editor of the *Grand River Chronicle*, editor and proprietor. In politics it is Democratic.

The *Grand River Chronicle* is now edited and published by Dr. D. S. HUGHES.

Carondelet New Era, the publication of which was commenced February 5th, is a small, but very neatly printed weekly, devoted to the interests of Carondelet. It will be "independent of all political parties, and free from sectarianism." It is edited by JAMES M. LOUGHBOROUGH.

LITERARY MONTHLIES.

The Atlantic Monthly—a magazine of literature, art, and politics—about 130 pages usual magazine size, is principally a work of fiction, dealing largely in antiquated times and things. A practical question which is discussed at length in the February number, is this: "Ought women to learn the alphabet?" Many collaterals and consequents are involved in the enquiry, and these are considered, and historic facts adduced as their solution. Perhaps the following sentence in the closing paragraph indicates a conclusion not altogether accordant with a just conception of the orderly relation of woman to society. The writer says: "In how many towns has the current of popular prejudice against female orators been reversed by one winning speech from Lucy Stone! Where no logic can prevail, success silences."

Disorder is often rewarded with success. Shall its achievements, therefore, silence *Order*? Woman, as well as man, has characteristics of relative superiority, and of inferiority, and by the conjugal relation the two are made more perfect. In the perfection of character, as regards both the affections and intellect, each is dependent on the other. Paul evidently understood the proper relation of woman to society when he forbade their speaking in public. Woman is "*the power behind the throne*;" she belongs not on it.

THE MASSACHUSETTS TEACHER.—We have, in a previous number, mentioned many of our educational exchanges, and among them the *Massachusetts Teacher*, which is one of the most valuable upon our list. It contains over forty pages monthly, much of it in fine print—is edited by Mr. CHARLES ANSORGE, and some thirteen assistants; in addition to which it has some special contributors of distinguished ability. To give an idea of its character, we may mention the following as among the leading subjects discussed by it during the last year: "Questions on the First Seven Lines of the *Æneid*," "Assistant Teachers," "Associations of Teachers," "The Love of Children," "Drawing, as a Branch of Education," "Education of the Hand in Penmanship," "English Grammar," "The Study of English," "Enthusiasm," "Faith," "Geography," "Remarks on the Teaching of Geometry," "What are Some of the most efficient agencies of a Judicious School Government?" "Home and the School," "Object Lessons," "Music in Public Schools," "Physical Exercises in School," "Moral Education," "Responsibilities and duties of Parents," "Self Reporting," "Primary Schools," "Relation of Teachers to School Committees," "Wages of Teachers."

This list of topics, we trust, may prove suggestive to those who are disposed to contribute to the *EDUCATOR*.

The subscription price of the *Teacher* is \$1 per annum.

THE NEW YORK TEACHER.—The February number of this ably conducted educational monthly, whose resident editor is Mr. JAMES CRUIKSHANK, contains a large amount of valuable matter—intelligence relating to the Schools of New York, New Jersey, &c., including the annual report of the Superintendent of Public Instruction of the former State; the proceedings of the New Jersey State Teachers' Association, and several valuable essays on educational subjects, with an excellent digest of news pertaining to scholastic institutions. It is a journal highly worthy of a liberal support. Subscription price \$1 per annum.

THE MAINE SPECTATOR, a weekly literary paper for youth and the home circle, edited by Z. POPE VOSE, and now in its first quarter, is evidently intended to do good, and we cheerfully enter it upon our exchange list.

STATE UNIVERSITY OF MICHIGAN.

We have been favored with a catalogue of the above institution. From it we learn that the number of students during the last session was, in the four regular classes, 213; in select courses, 43; resident graduates and special courses, 31; department of medicine and surgery, 143. Total, 430.

Those composing the regular classes are divided into *classical*, (graduated as Bachelors of Arts,) and *scientific*, (graduated as Bachelors of Science,) and some of each are marked "conditioned;" and they are further described as being in their first, second, third, and fourth year.

The special courses are civil engineering, astronomy, chemistry, analytical chemistry, botany, mineralogy, zoology, history, natural history, geology, and the German and Latin languages—the several students attending to from one to four of these branches.

From the catalogue we learn that the constitution of the State has ordained that "a school shall be kept, without charge for tuition, at least three months in each year, in every school district in the State." A higher grade of Union Schools, is also being organised, which are designed as preparatory to the Collegiate or Gymnastic Department of the University. The Medical department belongs to the University proper, and it is designed, as soon as practicable, to organize an Agricultural Department; and the plan is to organize all the Faculties proper to a University, with the exception of the Theological, which will be left to the different denominations.

The only charge of the Institution (from whatever part of the country the student may come) is an admission fee of ten dollars, which entitles the student to membership in any department of the University. Including board, washing and books, the necessary expenses of a student for a year amount to \$125 to \$150.

The Faculties embrace twenty-five Professors—eight in the Medical and *seventeen* in the Classical and Scientific departments.

Teachers sometimes err in their manner of inculcating moral lessons by presenting such truths through the medium of long, prosy lectures at inappropriate times.

MARIES COUNTY TEACHERS' INSTITUTE.—The Teachers of Maries county met on January 29th, and after listening to an excellent address, delivered by JOSEPH MOSBY, Esq., organised a County Institute, by the election of JAMES P. FARMER, President; ELIJAH JONES, and E. H. KEENAN, Vice Presidents, and C. P. WALKER, Secretary. Eleven members of the Institute were appointed to deliver addresses at subsequent meetings, upon the following subjects: Penmanship, English Grammar, Reading, Good School-houses, Moral education of Children, Duty of parents to learn (teach?) their children obedience to teachers, Teachers of Common Schools, Importance of Female Education, Orthography, Importance of Education, The evil of the patrons of Schools relying entirely upon the State and county funds for the education of their children.

WILLIAM H. PRESCOTT.

The habits of men who have become eminent because of their attainments, virtues, or remarkable achievements, are always worthy of enquiry, if not invariably of imitation. It is seldom, however, that great erudition has resulted from a disorderly life. A person may become distinguished because of some remarkable deed, or some mental power surpassing in degree the most of his cotemporaries; but an honorable rank among men cannot be maintained without effort; and great results cost not only perseverance but method.

The death of the distinguished historian whose name is at the head of this article, naturally awakens a fresh interest in his life. With sight so much impaired as to be unable to read, how he could accomplish so much labor in the field of literature, is an enquiry worthy of those who are yet at the threshold of the Temple of Fame; or what is more worthy of the true man, commencing a life, the possessor would make extensively useful, and for that reason chooses the more influential profession and the more eminent position, necessarily involving severe and constant labor.

Some idea of the literary labors of Mr. PRESCOTT may be obtained in an article taken from the Boston *Evening Transcript*, to be found in this number of the EDUCATOR.

TO OUR ASSOCIATE EDITORS.—Some of our associates have manifested an interest in the success of the *EDUCATOR*, by contributing to its columns, while others have done *nothing*. To those who are thus co-operating, we are thankful—we need their help. But what shall we say to those from whom nothing has been heard since their appointment by the Association? Gentlemen, your favors would be thankfully received. We desire, on commencing the second volume, to “turn over a new leaf.” Will you all “give us a lift?” and that *immediately*? And will our friends generally “wake up,” and do their best towards making volume II what the educational journal of the (to be) “Empire State” of the Union ought to be—as good as the best.

EXPLANATION.—Owing to the other engagements of the responsible editor, it was more than convenient for him to avail himself of the assistance of one of the associate editors in getting out the February number, to whom our readers are indebted for the articles under the following captions: County School Commissioners; Uniformity of Text Books; Principal *versus* Rule; Teachers Institute. We are also under obligations to the same associate for the notice of “School Geographies,” in the March number.

ROBERT OWEN DEAD.—The distinguished ROBERT OWEN, the great Socialist, died in Newtown, Wales, on November 17, 1858. Mr. OWEN was a man of great energy of character; in intellect far above mediocrity, with large benevolence. But his efforts were devoted to the modification of the external form of society, and not, primarily, to the purification of the great spring of action, the human heart—the affections; thus his efforts were misdirected and his immense labors a comparative waste.

SLATE GLOBE.—We congratulate the litto folks. Now they can trace, with pencils, on a real globe the great natural features of the earth, and so become familiar with their relative situations and appearances. This is an interesting and a practical way of studying geography—it will at once please the student and fix the exact idea in his mind. A blank globe has been patented by the inventor—Prof. Shepherd, of New Haven—which is composed of wood, and covered with a mixture superior to real slate. The globe is hollow and light. Give the children one as soon as you can get one; they are in great demand.—*Life Illustrated.*

NORMAL SCHOOLS.

As great interest is manifested on the subject of Normal instruction in this State, any thing pertaining to Normal Schools will be read with interest. We, therefore, transfer to our columns what is said by the New York State Superintendent of Public Instruction, and also by the Pennsylvania State Superintendent of Common Schools, in their late annual reports :

NEW YORK STATE NORMAL SCHOOL.

"The State Normal School continues to fulfill, with marked ability and success, the objects for which it was established. Its graduates are eagerly sought for as teachers in academies, in the higher schools of our cities and villages, and the more advanced schools throughout the rural districts. Standing in the foremost rank of the profession, their influence is salutary in demonstrating the marked superiority resulting from a proper course of training preparatory to entering the teacher's profession, over the application of unskilled power to the same object. Could the mass of our citizens, whose children are dependent upon the common schools for their education, become convinced of the great saving in time and money which would result from the employment of competent teachers, thoroughly indoctrinated with the branches of knowledge which they are to impart, and skilled in the most approved methods of governing and communicating instruction to those committed to their charge, the schools of the State would soon present an appearance cheering to every friend of educational progress. This desideratum of well trained teachers, the State Normal School was instituted to supply ; and the fact that its graduates are everywhere regarded as amongst our most successful teachers, occupying the most responsible stations, and commanding the highest remuneration, is a concession that the fostering care bestowed by the Legislature upon this institution has not been misapplied. Three hundred and twenty-three of its graduates are reported, in 1857, as teaching in the common schools of the state. This is undoubtedly far short of the actual number employed ; the returns in this respect being defective from the custom of Boards of Education in many cities and villages licensing the teachers employed by them upon personal examinations, and without reference to previous certificates of competency. It should also be borne in mind that those only are reported who hold the diplomas of the institution ; and that these are granted alone to such as have accomplished the full course of study prescribed ; hence the Normal School receives no acknowledged credit for the thousands who have enjoyed partial instruction within its wall, the benefit of which, to a greater or less extent, has inured to the schools in which they have found employment.

The whole number of pupils who have attended the State Normal School for longer or shorter periods, up to September, 1858, is 3,068. The whole number in attendance the past year is 298. The graduates during the past year are fifty-eight (twenty males and thirty-eight females), representing thirty-one different counties. The average number of graduates each year, since the commencement of the school, is seventy-four. The average number of under-graduates who leave the school each year to engage in the business of teaching, is one hundred and twenty. The pupils now in attendance number two hundred and forty-one.

The tables appended to this report, as well as the records of the Normal School, evince unmistakably that the business of teaching in our public schools is rapidly passing into the hands of females. I have no regret to express over this result. In my judgment females are more peculiarly adapted by nature, in the gentleness and patience of their dispositions—in their sympathies with the feelings, aspirations, foibles, and vagaries which mark the period of childhood—to act as guides and instructors during the earlier stages of life. The fact also that they engage in the business of teaching as a permanent pursuit, and hence have stronger inducements to thoroughly qualify themselves for the responsibilities of the teacher's vocation, is an additional argument in favor of their employment in this capacity. That they should be thoroughly educated for the station, all will readily admit—that many of them fall lamentably short in this respect, is beyond dispute—but it is equally true that in proportion to numbers, the deficiency amongst males, in the various qualifications that go to make up the thorough teacher, exceeds that of the gentler sex. In no other vocation is the competition between the sexes for employment so direct; and as the wages of females in every community falls below the average paid to males for the same services, it is fair to presume that the disparity in numbers between them, in a business so peculiarly adapted to the female mind and habit, must continue to increase. It is the dictate of wisdom on the part of the State to furnish the most ample facilities for instruction, in all that pertains to the teacher's vocation, to those who desire to embark in this important calling. Hence it is a question worthy of legislative consideration, whether an institution kindred in its objects with the State Normal School in this city, might not be established in some other section of the State, that should draw within its benign influences at least a number equal to that receiving instruction in the existing institution. There are not wanting localities, with suitable appliances as to buildings, furniture, apparatus, &c., which are ready to bestow these requisites upon the State, on the single condition of the establishment of a Normal School therein. A portion only of the fund now bestowed upon academies for a

similar service to that suggested, would be ample to meet the expenses of an institution devoted entirely to the instruction of common school teachers; and I doubt not with a practical result entirely surpassing in benefits to the schools all that is obtained from the present expenditure.

A list of the academies selected by the Regents of the University, in which teacher's departments are to be organized in 1859, will be found annexed.

PENNSYLVANIA NORMAL SCHOOL.

Schools for the professional training of teachers continue in successful operation, in various parts of the Commonwealth, but no applications have yet been made for recognition under the Normal School act; none of them having yet come up to the level of its requirements; the difficulty of raising sufficient means being the chief retarding cause, for the time being, even with those most advanced.

The Normal school, at Millerville, Lancaster county, maintains its high reputation and extensive usefulness. The establishment of a model school, and the erection of the west wing of the building, are still necessary to bring it within the act. These will be secured with the return of more prosperous times.

The Normal school at Newville, Cumberland county, held a session of five months during the past season, with increased attendance, popularity and success.

The Normal school at Edinboro', Erie county, is reported as highly prosperous, and anxious to take rank as a State institution at the earliest practicable moment. Three large buildings have been erected for recitation rooms, public hall, library, &c., and partial boarding accommodations. The common schools of the district, by a judicious arrangement with the board of directors, are used as model schools.

The Montrose Normal school, Susquehanna county, maintains its numbers and efficiency; but no further steps towards its establishment upon a permanent basis are reported.

The second session of the Normal school at West Chester, Chester county, has been commenced with a liberal attendance of students, and favorable prospects.

The institution recently founded by Mr. Crozier near Chester, in Delaware county, is in successful operation as a high school, with a Normal department.

The subject has been recently agitated in Luzerne county; and a promising movement is also on foot at Millersburg, in Blair county.

There are other Normal establishments in the State, but as it is not known that they are operated with a view to the privileges conferred by the general law, they are not included in this recital.

As much has been done in this direction as could reasonably be expected under the unaided terms of the act, in the short time that has elapsed since its passage. No doubt is entertained of the ultimate success of the plan, with some modification of the details, by the time two or more schools are ready to take rank as State institutions. The act itself is a noble monument of Legislative wisdom and forecast. Its influence, even in advance of its actual operation, has been to elevate the character of the common schools, and enhance the reputation of the State.

HEALTHFUL EXERCISE.

A writer in the *Massachusetts Teacher* suggests the following as a healthful exercise for those whose habits are sedentary. A single trial will convince any one needing exercise for its own sake, of its utility :

"1. Place the hands back to back as high over the head as possible, and bring them down rapidly as far on each side as can be done without striking any object. Repeat this six times. 2. Stretch the hands as far forward as possible, palm to palm, and swing them thence horizontally as far back as possible, and repeat. Do the same with the hands back to back. 3. Bring the right hand firmly back to the height of the ear, and strike forward with the clenched fist, but not to the full length of the arm. Do this three times with the right hand and as many with the left. 4. Strike down three times with the clenched fist of the right hand, then as many times with the left. 5. Make the right clenched fist revolve three times in as large a circle as possible. Do the same with the left. Repeat all the exercises, except the last with both hands at once.

COMMON SCHOOLS IN BUENOS AYRES.

The Government of Buenos Ayres, recognizing the principle that the education of the masses is the only safeguard of a republic, have taken the instruction of youth from the priesthood, and placed it under the charge of a Common Education Department, organized after the Public Schools System of the United States. In August last the Provincial Legislature, by acclamation, adopted a law which provides amply for the erection of school-houses and the support of teachers ; the entire income of several branches of revenue being appropriated for this purpose. The school funds are put into the hands of the Governor to be distributed in certain proportions to the various school districts, the inhabitants of which are obliged to

subscribe an amount in some cases half, and in others one-third as large; according to the wealth of the district, or the density of the population.

The Government has placed at the head of the Department, probably the fittest man that could be found in all Spanish America, D. Domingo F. Sarmiento. The director of the Public Schools of the State of Buenos Ayres, is a celebrated author, who has made the subject of education the study of his life, and during many years of exile, he visited France, Italy, Spain, England, Germany, and the United States, in each country carefully examining the system of popular education, and for fifteen years he labored in the cause of education in Chile, and to his counsels and efforts is mainly owing the excellent school system that there prevails.

THE UPPER STORIES OF THE PROFESSION.

A young man is said to have enquired of Daniel Webster whether there was any room for him in the legal profession. His answer was that there is room enough for thousands in the upper stories of all the professions. To a casual observer the professions all seem to be full; they seem to be crowded to excess with young aspirants. The reason is because we look only at the lower stories of the profession; the more exalted and intellectual portions of them do not come under our notice. When a man, therefore, tells us there is abundance of room for more lawyers, preachers, and doctors, we are ready to pass it by as hyperbole. We find it hard to bring our minds to believe that a single individual can elbow his way through the hungry crowd that throngs every professional business within our acquaintance. Yet it is doubtless true that the higher grades of mental culture exist nowhere in too great profusion. Whether we make our inquiries among the professions, the sciences, or the literature of our country, we shall find a paucity rather than a surplus of finished talent. Is there any danger of first class literary minds being jostled on account of want of room in the domain of literature? Is there any danger of scientific acumen being soon at a discount from want of subjects of further investigation? Could not a few more accomplished jurists and diplomatists find employment yet in the various departments of government? Could not a physician of superior attainments find employment almost anywhere without infringing on the rights of others in the same business as himself? Indeed, there is no employment known to civilized society, where the occupant of the most talented and accomplished circles would have any occasion to disturb one another's equanimity in consequence of closeness of contact?

The fact is, the best, the most talented, the upper stories of all the employments are not overrun. There is room enough

for all the young people now in our schools. The world is asking for lofty, but practical talent, for noble-generous hearted patriotism, and for resolute, unflinching moral endowments. Those possessing these qualities can not fail to find ample opportunities for *labors both useful and profitable*.—*Penn. School Journal*.

MOOD AND TENSE IN COMPOUND PROPOSITIONS.

BY PROF. J. W. GIBBS, YALE COLLEGE.

There are but few persons that attend sufficiently, either in speaking or writing, to the proper consecution of mood and tense in compound propositions. Yet congruity of mood and tense, in the formation of sentences, is an important trait in correct speaking or writing. Youth particularly should aim to form correct habits in this respect.

The consecution of mood and tense has attracted less notice in English than in some other languages, as for example the Latin. See Kuhner's Latin Grammar, II. § 40.

Our English grammars give only vague and indefinite instruction on this point. Thus,

"Observe what the sense naturally requires."—Murray, 185.

"Consider well what you mean ; what you wish to say."—Cobbett, 126.

"That tense should be used which clearly and properly conveys the sense intended."—Hiley, 126.

"To express the different relations of time, the appropriate tenses of the verb should be carefully employed."—Fowler's Eng. Gram., Ed. II., p. 601.

There are, however, even in English, some rules or principles which may be of important use to us on this subject.

1. Two propositions, co-ordinate to each other, should be put in the same mood, that is, they should be both in the indicative or both in the subjunctive mood.

We have a plain violation of this rule in our Common Version : Jo. 9 : 31, "If any man *be* a worshipper of God, and *doeth* his will, him he heareth." So also the Geneva version. Better, after Tyndale, and the Rhemish, "If any man *be* a worshipper of God, and *do* his will, him he heareth." It is so corrected by Campbell and Newcome, but Webster and Sawyer have both verbs in the indicative. Wakefield and Norton use a different construction.

For an interesting comment on this verse, see Trench, *on the Authorized Version*, p. 44.

2. A conditioning proposition, if the action of the verb is both future and contingent, should be put in the subjunctive, otherwise in the indicative.

We have a plain violation of this rule in our Common Ver-

sion: Heb. 5 : 8, "Though he *were* a son, yet learned he obedience by the things which he suffered." So in Tindale, Cranmer, and the Geneva. Better *was*, as in Wiclif and the Rhemish. It is so corrected by Campbell, Newcome, Webster, and Sawyer. On this passage see Dr. Trench, p. 43.

Luke 16 : 30, "If one *went* unto them from the dead, they will repent." Better *go*, as in Wakefield and Newcome.

3. The consecution of tenses, or the correlation of the superordinate and subordinate propositions, requires that both the verbs should be either in the present tense, or else in the past tense; as, I beseech you that I *may* do it;" "I besought you that I *might* do it."

In this rule we look only to the tense-form of the auxiliary. This principle is often violated in our Common Version by the use of *might* for *may*: Mark 10 : 51, "The blind man said unto him, Lord, (I will) that I *might* receive my sight." Better *may*.

John 5 : 40, "And ye will not come to me that ye *might* have life." Better *may*.

John 17 : 3, "And this is life eternal, that they *might* know thee the only true God." Better *may*.

Phil. 3 : 11, "If by any means I *might* attain unto the resurrection of the dead." Better *may*.

This construction did not originate with King James' Translators, but had descended to them from Tyndale. See *English Hexapla*, London, 1841.

Wiclif employs the simple subjunctive without an auxiliary.

May has been substituted for *might* in Wakefield, Campbell, Newcome, Webster, and Sawyer.

Prof. Norton often uses the supine, or infinitive with *to*.

4. In the subordinate proposition, there is a nice distinction in the sense, between a simple action, whether present or past, and the same action regarded as completed: as, "I know that he *does* it;" "I know that he *has done* it."

It is here that the rule of Crombie comes in.

"When the action or state, denoted by the subsequent verb, is contemporary with that of the primary verb, then the secondary verb must be put in the present tense; but when the action or state is prior to that expressed by the primary verb, the secondary verb must be put in the preterite sense." See Crombie, p. 277.

This principle is often violated in our Common Version, by use of the forms, *might have loved*, *should have loved*, *would have loved* for the forms, *might love*, *should love*, *would love*: and *vice versa*.

Philem. 13, "Whom I would *have* retained with me, that in thy stead he *might have ministered* unto me in the bonds of the gospel." Better *might minister*, as in Wakefield, and Webster, (in his pamphlet.)

Acts 5 : 26, "For they feared the people, lest they *should have been stoned.*" Better *should be stoned*, as in Webster (in his pamphlet.)

Acts 23 : 10, "The chief captain fearing lest Paul *should have been pulled in pieces* of them, commanded the soldiers to go down." Better *should be pulled in pieces*, as in Webster (in his pamphlet.)

1 Thess. 2 : 8, "We were willing *to have imparted* unto you not the gospel of God only, but also our own souls." Better *to impart*, as in Wakefield, Newcome, and Webster, (in his pamphlet.)

These constructions have descended to our translators from Tyndale.

Mat. 15 ; 32, "I have compassion on the multitude, because they continue with me now three days." Better *have continued*, as in Wakefield, Campbell, Newcome, and Norton.

The early versions vacillate between these two constructions.

This principle is much insisted on in Latin grammars. The Latins never confound the present and perfect, nor the imperfect and pluperfect tenses, so called, of the subjunctive mood.

5. In the subordinate proposition, there is a nice distinction in the sense between the auxiliaries *should* and *would*; as, "Signifying by what death he should glorify God ;" "I pray thee, that thou *wouldest* send him to my father's house."

This distinction is sometimes neglected in our Common Version, the form *should love* being used for *would love*, and *would love* for *should love*.

Acts 11 : 28, "And signified by the Spirit, that there *should be* great dearth throughout all the world." This construction had descended to our translators from Tyndale. Better *would be*, as in Webster, (in his pamphlet.)

Ezra 10 : 5, "Then Ezra made all Israel to swear that they *should do* according to this word." Better *would do*, as in Webster.

Acts 11 : 23, "Exhorted them all that with purpose of heart they *would cleave* unto the Lord. This construction had descended to our translators from Tyndale. But better *should cleave*, although Newcome and Webster make no change.

This distinction of *should* and *would* is rarely developed in the original Greek and Latin.

If there is any other rule or principle in regard to the English subordinate propositions, it is probably involved in the general direction, that we should speak or write as the sense seems intended to require.

The controllers of Girard College have started a trial class of thirty-six boys in their Institution, on the phonetic plan of teaching, as a test, for their own satisfaction and that of the city schools.

Juvenile Department.

TAKE CARE OF THE HOOK.

Charley's mother would often sit with him by the fire, before the lamp was lighted in the evening, and repeat to him little pieces of poetry. This is one that Charley used to like particularly. It was written by Miss Jane Taylor.

"Dear mother," said a little fish,
Pray is not that a fly?
I'm very hungry, and I wish
You'd let me go and try."

"Sweet innocent," the mother cried,
And started from her nook,
"That horrid fly is meant to hide
The sharpness of the hook!"

Now, as I've heard, this little trout
Was young and silly too;
And so he thought he'd venture out,
To see what he could do.

And round about the fly he played,
With many a longing look;
And often to himself he said,
"I'm sure that's not a hook."

"I can but give one little pluck
To try, and so I will."
So on he went, and lo, it stuck
Quite through his little gill.

And as he faint and fainter grew,
With hollow voice he cried,
"Dear mother, if I'd minded you,
I would not thus have died."

After this was finished, Charley looked gravely into the fire, and began his remarks upon it. What a silly fellow that little trout was! He might have known better."

"Take care, Charley," said his mamma; there are a great many little boys just as silly as this trout. For instance I knew a little boy, a while ago, whose mamma told him not to touch green apples or currants, because they would make him sick. He did not mean to touch them, for he knew that it is very disagreeable to be sick and take medicine, but yet he did the very same thing that this little trout did.

"Instead of keeping far away, he would walk about under the trees and pick up the green apples to look at, and feel of the green currents, just as the little fish would play round the hook, by and by he said "I really don't think they will hurt me; I will just take one little taste." And then he ate one. and then another, till finally he got very sick. Do you remember?"

"Now Charley, hear what I tell you: nobody does very wrong things because they mean to at first. People begin by little and little just tasting, and trying what is wrong, like like this little fish.

"Then there is George Jones, a very fine boy, a bright boy, and one who means to do right; but then George does not always keep away from the hook. You will sometimes see him standing round places where men are drinking and swearing. George does not mean ever to drink or to swear: he only stands there to hear these men sing their songs and tell their stories, and sometimes he will drink just a little sip of sugar and spirits out of the bottom of a tumbler; but George never really means to be a drunkard. Ah, take care, George, the little fish did not mean to be caught either, but he kept playing round and round the hook, and at last he was snapped up; and so you will be if you don't take care."

"Then William Day means to be an honest boy, and you could not make him more angry than to tell him he would ever be a thief; and yet William *plays too much around the hook*. What does he do? Why, he will take little things out of his father's desk or shop, or out of his mother's basket or drawers, when he really does not want his father or mother to see him or find it out. William thinks, 'O, it's only a little thing; it isn't much matter; I dare say they had just as lief I had it as not.' Ah, William, do you think so? Why do you not go to your parents and ask for it then? No, then; the fact is that William is learning to steal, but he does not believe it is stealing any more than the little fish believed that what looked like a fly was a dreadful hook. By and by, if William doesn't take care, when he goes into a shop or store, he will begin to take little things from his master, just as he did from his father and mother; and he will take more, until finally he will be named and disgraced as a thief, and all because, like the little fish, he *would play around the hook*."

"Mamma," said Charley, "who are George Jones and William Day? Did I ever see them?"

"My dear, I must use some names in a story; I am just making this up to show Charley what I mean by *playing around the hook*. And now let me teach you a text out of the Bible that means the same thing: 'He that despiseth small things shall call little by little.'—*Mrs. Stowe*."

THE CROWN JEWELS OF THE CZAR.—The stones are of the largest and rarest kind, and the splendor of their tints, is a delicious intoxication to the eye. The soul of all the fiery roses of Persia lives in their rubies; the freshness of all velvet sward, whether in Alpine valley or English lawn, in these emeralds; the bloom of southern seas in these sapphires, and the essence of a thousand harvest moons in these necklaces of pearl.—*Bayard Taylor*.